



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1180 E Kortsen Rd, Casa Grande, AZ 85222

Casa Grande Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Ms. Kathryn Brack Steward  
Schedule : 07:00 AM to 05:00 PM  
Grades : K-5  
Web Address : [www.cgelem.k12.az.us](http://www.cgelem.k12.az.us)  
Phone Number : (520) 836-4719  
Fax Number : (520) 836-1963  
E-mail : [kay.steward@cgelem.k12.az.us](mailto:kay.steward@cgelem.k12.az.us)

### Mission

The mission of Cholla Elementary School and the Casa Grande Elementary School District is: Success for Every One The Responsibility is Yours and Mine.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü By 2007, 80% of all students will achieve at or above the 50th percentile on the Arizona Instrument to Measure Standards in Mathematics.
- ü By 2008, 80% of all students will achieve at or above the 50th percentile on the Arizona Instrument to Measure Standards in Reading.
- ü By 2009, 80% of all students will achieve at or above the 50th percentile on the Arizona Instrument to Measure Standards in Writing.

### Enrollment

October 1, 2005 School Year Student Enrollment : 779  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 19

## Instructional Programs

- ü Curricular Integration
- ü Half-Day Kindergarten Classes
- ü Gifted
- ü Special Education

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 50 minutes
First Day of School :	8/11/2005
Last Day of School :	6/1/2006

## Shared Responsibilities

### School

We will establish a safe orderly environment where learning situations are provided so that children can grow intellectually, physically, socially and emotionally to the fullest extent of their abilities.

### Parents

Our staff believes that it is the responsibility of parents to provide a healthy and safe home for children which contributes to their overall growth.

## Transportation Policy

Bus transportation is available to all students in grades K-5 who live more than one mile from school. Students must follow all rules and regulations concerning bus transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü First Year Teacher Award	1998
ü Wal-Mart Teacher of the Year Award	2002
ü Top Academic Achievement in the City	2000
ü Top Academic Achievement in the City	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	739	800	100	100	99	439	438	447	9	11	10	22	24	18	57	53	53	12	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	372	389	100	100	99	436	437	447	5	10	9	27	24	19	63	57	55	5	9	17
Male	75	367	409	99	100	98	442	439	448	12	12	11	19	23	18	52	50	52	17	15	19
African American	NC	31	420	NC	100	99	NC	440	430	NC	3	17	NC	32	23	NC	55	51	NC	10	9
Hispanic	51	382	345	98	100	99	424	431	432	12	14	14	27	24	24	59	55	53	2	8	9
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	47	397	NC	100	96	NC	415	424	NC	15	17	NC	43	30	NC	43	47	NC	NA	6
White	72	274	351	100	100	99	451	452	465	6	7	5	21	19	11	53	54	56	21	20	28
Students with Disabilities	18	81	101	100	100	93	417	412	419	17	33	28	28	27	28	50	32	36	6	7	8
Students without Disabilities	116	658	698	99	100	100	443	441	451	8	8	7	22	23	17	58	56	56	13	12	19
Limited English Proficient Students	16	100	140	94	97	97	410	409	413	25	23	24	31	36	34	44	40	39	NA	1	3
Migrant Students	--	18	60	--	95	96	--	443	417	--	11	22	--	22	32	--	44	42	--	22	4
Economically Disadvantaged	62	490	390	100	99	98	428	430	432	16	14	14	26	26	25	45	52	52	13	8	9
Non-Economically Disadvantaged	72	249	409	99	100	100	449	454	462	3	4	6	19	20	13	67	55	54	11	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	741	794	100	100	98	449	446	451	10	11	9	23	27	24	59	54	56	8	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	373	387	100	100	99	453	450	457	8	8	7	23	27	22	58	54	58	10	11	13
Male	76	368	405	100	100	97	447	442	446	12	13	12	22	27	25	59	54	54	7	6	9
African American	NC	31	417	NC	100	98	NC	456	439	NC	3	13	NC	42	29	NC	39	52	NC	16	6
Hispanic	52	383	342	100	100	98	438	437	434	12	14	14	29	28	31	60	54	50	NA	4	5
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	47	394	NC	100	95	NC	426	429	NC	17	14	NC	36	36	NC	45	47	NC	2	3
White	73	275	348	100	100	98	457	461	471	8	6	4	21	22	15	59	57	63	12	15	18
Students with Disabilities	18	81	95	100	100	88	419	411	416	39	38	30	11	31	32	44	27	34	6	4	5
Students without Disabilities	118	660	698	100	100	100	454	450	456	6	7	7	25	27	23	61	57	59	8	9	12
Limited English Proficient Students	16	100	138	94	97	96	420	410	407	19	24	27	44	42	43	38	34	29	NA	NA	1
Migrant Students	--	18	60	--	95	96	--	432	418	--	17	22	--	28	38	--	56	39	--	NA	2
Economically Disadvantaged	62	490	386	100	99	97	438	437	435	15	13	14	26	32	32	55	48	50	5	7	5
Non-Economically Disadvantaged	74	251	407	100	100	99	459	465	467	7	6	5	20	17	16	62	65	62	11	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	739	799	100	100	99	410	415	423	7	7	8	55	49	41	36	42	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	373	389	100	100	99	425	426	437	5	6	5	50	40	33	42	51	57	3	2	4
Male	75	366	408	99	99	98	399	403	410	9	8	10	59	58	47	32	32	41	NA	1	2
African American	NC	31	420	NC	100	99	NC	426	411	NC	6	11	NC	32	45	NC	58	43	NC	3	2
Hispanic	51	382	344	98	100	99	412	414	410	10	8	10	51	48	46	37	43	43	2	1	1
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	47	399	NC	100	96	NC	406	409	NC	13	10	NC	47	47	NC	40	42	NC	NA	1
White	73	274	351	100	100	99	406	417	437	7	6	5	59	53	35	33	39	56	1	3	5
Students with Disabilities	17	79	102	94	99	94	366	368	377	24	24	23	59	57	51	18	19	25	NA	NA	1
Students without Disabilities	118	660	697	100	100	100	417	420	429	5	5	5	54	48	39	39	45	52	2	2	3
Limited English Proficient Students	16	100	139	94	97	97	397	384	382	6	14	18	75	59	54	19	27	27	NA	NA	0
Migrant Students	--	18	60	--	95	97	--	405	389	--	11	16	--	39	50	--	44	33	--	6	0
Economically Disadvantaged	61	489	389	98	99	98	404	409	409	8	9	10	56	51	47	36	40	41	NA	1	1
Non-Economically Disadvantaged	74	250	409	100	100	100	416	427	437	7	5	5	54	44	34	36	46	56	3	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	703	80147	100	100	99	491	480	482	5	11	11	14	16	17	55	52	49	26	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	367	39281	100	100	99	499	486	483	2	10	9	7	12	17	64	54	50	28	24	24
Male	73	336	40780	100	100	98	485	473	482	8	13	12	19	21	17	48	49	48	25	18	24
African American	NC	46	4249	NC	100	99	NC	471	464	NC	13	17	NC	24	22	NC	48	48	NC	15	13
Hispanic	59	381	33494	100	100	99	485	475	466	7	12	15	14	18	23	58	52	49	22	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	40	4117	NC	100	96	NC	459	456	NC	25	19	NC	23	27	NC	35	46	NC	18	8
White	60	228	36122	100	100	99	493	493	501	5	7	5	13	11	10	55	54	50	27	29	35
Students with Disabilities	16	85	10295	100	100	92	448	437	443	44	48	33	13	13	26	25	29	33	19	9	8
Students without Disabilities	115	618	69852	100	100	100	497	485	488	NA	6	7	14	17	16	59	55	51	27	22	26
Limited English Proficient Students	NC	86	12722	NC	100	97	NC	446	441	NC	26	27	NC	23	33	NC	47	37	NC	5	3
Migrant Students	NC	20	622	NC	100	97	NC	460	454	NC	20	19	NC	25	30	NC	50	43	NC	5	8
Economically Disadvantaged	48	439	38371	100	100	97	477	471	465	10	14	15	17	19	23	48	49	49	25	17	13
Non-Economically Disadvantaged	83	264	41776	100	100	100	499	496	498	2	6	6	12	11	11	59	56	49	27	27	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	702	79686	100	100	98	465	463	470	9	11	11	27	29	24	56	52	57	7	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	367	39163	100	100	99	471	472	475	3	6	9	28	28	22	60	57	60	9	9	10
Male	73	335	40438	100	100	97	460	453	465	14	17	13	27	31	25	53	47	54	5	5	7
African American	NC	46	4228	NC	100	98	NC	462	458	NC	7	15	NC	39	28	NC	43	53	NC	11	4
Hispanic	59	381	33299	100	100	98	456	455	452	10	13	17	37	35	32	49	48	47	3	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	40	4087	NC	100	96	NC	446	446	NC	25	16	NC	25	38	NC	48	44	NC	3	2
White	60	227	35914	100	100	98	468	478	489	10	8	5	20	18	15	65	63	67	5	12	14
Students with Disabilities	16	84	9808	100	100	87	425	416	432	50	49	35	19	29	32	19	18	30	13	5	3
Students without Disabilities	115	618	69878	100	100	100	471	469	475	3	6	8	29	29	23	62	57	61	6	7	9
Limited English Proficient Students	NC	86	12594	NC	100	96	NC	426	422	NC	27	34	NC	49	45	NC	23	21	NC	1	0
Migrant Students	NC	20	611	NC	100	95	NC	438	439	NC	20	22	NC	50	39	NC	25	37	NC	5	2
Economically Disadvantaged	48	439	38095	100	100	97	450	455	452	13	13	17	38	36	32	46	47	48	4	5	3
Non-Economically Disadvantaged	83	263	41591	100	100	99	474	477	486	7	9	6	22	19	16	63	62	65	8	11	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	703	80372	100	100	99	464	462	475	4	5	4	40	40	30	56	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	367	39452	100	100	99	480	478	488	NA	2	3	29	30	22	71	67	72	NA	1	3
Male	73	336	40836	100	100	98	451	445	464	7	7	6	49	51	37	44	41	56	NA	0	1
African American	NC	46	4264	NC	100	99	NC	460	465	NC	2	5	NC	48	35	NC	50	59	NC	NA	1
Hispanic	59	381	33608	100	100	99	456	459	462	3	5	6	51	43	36	46	51	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	40	4128	NC	100	97	NC	441	464	NC	10	4	NC	55	39	NC	35	56	NC	NA	1
White	60	228	36213	100	100	99	467	471	489	5	4	2	32	32	22	63	64	72	NA	1	3
Students with Disabilities	16	85	10526	100	100	94	395	399	427	31	25	15	56	62	53	13	12	31	NA	1	1
Students without Disabilities	115	618	69846	100	100	100	473	470	482	NA	2	3	38	37	26	62	61	69	NA	0	2
Limited English Proficient Students	NC	86	12747	NC	100	97	NC	428	432	NC	13	12	NC	60	52	NC	27	36	NC	NA	0
Migrant Students	NC	20	621	NC	100	97	NC	434	452	NC	20	9	NC	45	40	NC	35	51	NC	NA	0
Economically Disadvantaged	48	439	38521	100	100	98	452	455	461	4	5	6	60	46	38	35	48	55	NA	NA	1
Non-Economically Disadvantaged	83	264	41851	100	100	100	471	475	489	4	3	3	29	30	22	67	65	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	708	79306	100	100	99	516	507	504	7	12	13	19	18	20	45	50	49	29	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	343	38845	100	100	99	527	512	505	5	7	11	14	17	20	45	54	50	37	21	18
Male	58	365	40383	100	100	98	504	502	504	10	16	14	24	18	19	45	46	47	21	20	19
African American	--	42	4171	--	100	98	--	496	485	--	14	20	--	17	26	--	52	44	--	17	10
Hispanic	49	376	32673	100	100	99	504	501	487	8	12	18	31	20	25	39	50	46	22	18	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	56	4034	NC	98	97	NC	490	479	NC	20	22	NC	27	29	NC	43	43	NC	11	7
White	63	229	36234	100	100	99	528	520	523	6	9	6	10	13	13	46	51	52	38	28	28
Students with Disabilities	NC	92	10286	NC	100	91	NC	460	462	NC	42	41	NC	26	27	NC	27	27	NC	4	5
Students without Disabilities	115	616	69020	100	100	100	519	513	510	5	7	9	17	17	18	47	53	52	30	23	21
Limited English Proficient Students	NC	66	10291	NC	100	96	NC	464	458	NC	32	38	NC	33	34	NC	30	26	NC	5	2
Migrant Students	--	17	630	--	100	95	--	503	478	--	12	24	--	18	27	--	59	43	--	12	6
Economically Disadvantaged	56	469	37437	100	100	97	497	497	486	11	14	19	29	22	26	46	49	46	14	16	9
Non-Economically Disadvantaged	67	239	41869	100	100	100	532	527	521	4	6	7	10	11	14	43	53	51	42	30	27

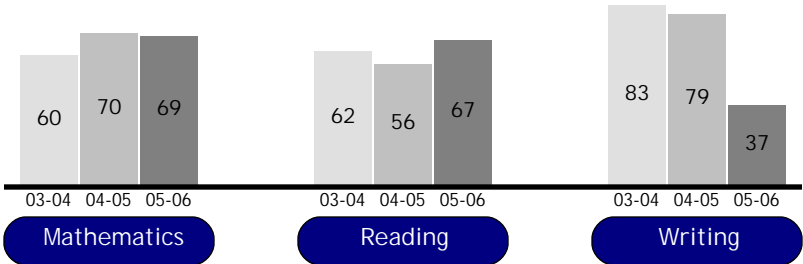
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	706	79000	100	100	98	494	482	489	5	10	10	23	27	24	63	57	58	9	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	342	38774	100	99	99	506	490	494	3	4	7	14	25	22	68	64	61	15	7	10
Male	58	364	40150	100	100	98	482	475	485	7	16	12	33	29	25	59	50	55	2	4	8
African American	--	42	4153	--	100	98	--	482	476	--	12	13	--	26	30	--	57	53	--	5	4
Hispanic	49	375	32508	100	100	98	481	478	472	10	12	15	27	27	33	61	57	49	2	4	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	56	4016	NC	98	96	NC	468	467	NC	13	14	NC	43	37	NC	43	46	NC	2	2
White	63	228	36135	100	100	98	506	492	508	2	8	4	17	23	14	65	60	67	16	9	15
Students with Disabilities	NC	90	9991	NC	100	88	NC	437	449	NC	42	33	NC	40	36	NC	17	29	NC	1	2
Students without Disabilities	115	616	69009	100	100	100	498	488	495	3	6	6	20	25	22	67	63	62	10	6	10
Limited English Proficient Students	NC	66	10199	NC	100	95	NC	444	439	NC	36	35	NC	41	47	NC	23	18	NC	NA	0
Migrant Students	--	17	629	--	100	95	--	467	457	--	18	22	--	24	41	--	59	37	--	NA	1
Economically Disadvantaged	56	468	37234	100	100	97	477	473	472	9	13	15	32	31	33	57	53	50	2	3	3
Non-Economically Disadvantaged	67	238	41766	100	100	99	509	501	505	1	5	5	15	19	16	69	65	65	15	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	708	79611	100	100	99	494	482	496	7	8	7	38	46	37	54	45	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	343	39016	100	100	99	515	503	511	3	3	4	26	35	29	69	61	66	2	1	1
Male	58	365	40519	100	100	98	470	462	482	10	13	10	52	56	44	38	31	46	NA	NA	0
African American	--	42	4188	--	100	98	--	464	486	--	14	9	--	40	40	--	45	50	--	NA	0
Hispanic	49	376	32855	100	100	99	468	478	481	14	10	10	43	49	43	43	41	47	NA	0	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	56	3992	NC	98	96	NC	465	478	NC	7	10	NC	64	46	NC	29	44	NC	NA	0
White	63	229	36380	100	100	99	514	496	511	2	5	4	32	38	30	65	57	65	2	0	1
Students with Disabilities	NC	92	10664	NC	100	94	NC	400	440	NC	36	23	NC	53	54	NC	10	22	NC	1	1
Students without Disabilities	115	616	68947	100	100	100	501	493	504	4	4	4	37	45	34	58	51	61	1	0	1
Limited English Proficient Students	NC	66	10362	NC	100	97	NC	435	438	NC	24	22	NC	64	57	NC	12	21	NC	NA	NA
Migrant Students	--	17	636	--	100	96	--	463	467	--	12	14	--	59	47	--	29	38	--	NA	0
Economically Disadvantaged	56	469	37626	100	100	98	468	469	479	14	11	10	46	53	45	39	36	45	NA	0	0
Non-Economically Disadvantaged	67	239	41985	100	100	100	517	507	511	NA	3	4	31	33	30	67	64	65	1	0	1

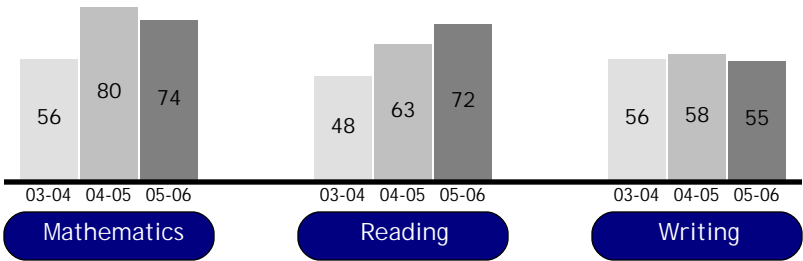
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	38	NA	58	100	46	45	47	100	44	44	46
	Language	100	39	34	50	100	50	46	47	100	46	44	48
	Mathematics	100	70	67	64	100	57	49	50	100	58	43	52
3	Reading	100	44	NA	55	100	40	39	44	100	44	43	46
	Language	100	50	44	61	100	44	41	44	100	43	41	46
	Mathematics	100	56	54	61	100	46	47	51	100	43	43	52
4	Reading	100	52	NA	56	100	50	44	48	100	52	48	52
	Language	100	46	38	52	100	48	44	49	100	48	44	52
	Mathematics	100	66	58	61	100	53	53	53	100	59	54	58
5	Reading	100	53	NA	55	100	47	44	50	100	59	50	56
	Language	100	47	36	49	100	47	44	50	100	54	46	54
	Mathematics	100	66	56	63	100	51	48	49	100	54	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Cholla Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- ü Strategic Planning
- ü Academic Improvement
- ü Parent/Educator Relations
- ü Curriculum Development
- ü Budget
- ü School Safety Issues

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	4.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	2	1	0	0
10 or more years	9	10	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	10
Percent of teachers in the school with Emergency/Provisional Certification	26%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- ü Computer Lab
- ü Media Center
- ü Computers in Each Classroom

### Extracurricular Activities

- ü Student Council
- ü Principal's Fitness Club
- ü Student Safety Patrol
- ü Math Fair
- ü Spelling Bee
- ü Science Fair
- ü Young Authors' Conference

### Social Services

- ü Free Breakfast Program
- ü Counseling Agencies work with Schools
- ü Volunteer Program
- ü School Psychologist
- ü Academic Intervention Specialist

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü 77% of Cholla's 4th grade students and 75% of Cholla's 5th grade students met or exceeded their grade level standards for math on the AIMS/DPA taken in April of 2005.
- ü 77% of Cholla's 3rd grade students met or exceeded the grade level standards for writing on the AIMS/DPA taken in April of 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The staff members of Cholla School are committed to providing a safe environment in which to learn and teach. Cholla has adopted the Tribes TLC learning process to assist in its efforts at creating a community of learners.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Kay Steward	(520) 836-4719
Transportation Policy	Kevin Kelty	(520) 836-2111
Community Resources	Kay Steward	(520) 836-4719
School Nutrition Programs	Germaine Wiley	(520) 836-2111
Parent Organization	PTO	(520) 836-4719
Student Health/Nurse	Gaye Walker	(520) 836-4719

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.